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ABSTRACT

This report is presented in three sections according to the three objectives of the project: (1) a follow-up study of the 171 AT&T interns who completed their student teaching experiences at an AT&T professional development school during the 3 years of the grant, and the 72 additional interns who completed their internships during the 1995-96 school year; (2) other collaborative initiatives resulting from the AT&T Teachers for Tomorrow Program and enhanced by the AT&T Growing Young Minds Initiative; and (3) dissemination activities. The report states that the two AT&T Foundation initiatives have made a significant and long lasting impact on Jacksonville's urban elementary schools and the way in which the University of North Florida College of Education prepares its teachers. Results from the follow-up study indicate that beginning teachers who completed the AT&T experience are committed to teaching in urban schools and to "making a difference." The redesigned roles of EXCEL Clinical Educators and Resident Clinical Faculty have been integrated into the ongoing teacher education program. Approximately 50 percent of the Growing Young Minds funds were used to support strategic planning meetings, work sessions, professional development activities, and collaborative celebrations; 25 percent of the funds supported dissemination expenses; unrestricted funds were critical to the success of collaborative ventures. Appendixes provide: statement of AT&T Alliance for Teachers for Tomorrow goals and objectives; survey instrument for 1995/96 Growing Young Minds Initiative, Beginning Urban Teachers; and a copy of the Jacksonville Education Compact. (JLS)

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Final Report
Growing Young Minds
AT&T Teachers for Tomorrow Program

Prepared for the AT&T Foundation
in association with the
American Association of Colleges
for Teacher Education

by the
University of North Florida
Clay and Duval County Public Schools

June, 1996
Jacksonville, Florida

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AT&T Teachers for Tomorrow Program
1995/96 Final Report
University of North Florida
Jacksonville, Florida

1995/96 Objectives

During the 1995/96 academic year, the Jacksonville site proposed three major objectives:

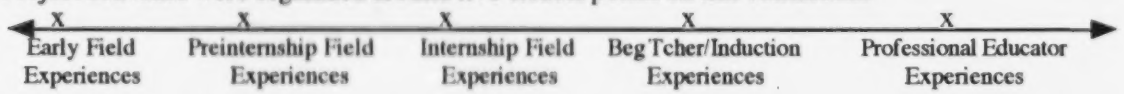
(1) To conduct a follow-up study of the 171 AT&T interns who completed their internship (student teaching) experiences at one of the AT&T professional development schools during the three years of the grant, and the 72 additional interns who completed their internships at one of the AT&T professional development schools during the 1995/96 school year;

(2) To support further collaborative initiatives among the AT&T Alliance partners (Duval County, Florida Community College at Jacksonville, and University of North Florida) that were built on the foundation laid by the AT&T Teachers for Tomorrow Program;

(3) To continue dissemination efforts to share with the profession what was learned from the Jacksonville Teachers for Tomorrow initiative funded by the AT&T Foundation.

Objective 1: Follow-up Study

The Jacksonville project viewed teacher development as a continuum that begins with the freshman year in college and extends through preinternship experiences, internship experiences, beginning teacher experiences, and the experiences of practicing professionals. Project activities were organized around five critical points on this continuum:



A central feature of the Jacksonville project was the creation of three urban elementary professional development schools (two in Duval County and one in Clay County). Each PDS served as a clinical internship site for eighteen University of North Florida College of Education student teachers each term of years two and three of the AT&T project. The interns were provided with opportunities to not only develop and refine their own practice, but also to participate and contribute to the transformation of an urban school into a learning community.

Redesigned school-based and university faculty roles were implemented at each of the PDS sites. Six internship clinical educators (called Resident Clinical Faculty) were assigned to the three PDS sites. Half of their time was spent in supervising the eighteen university interns assigned to the PDS. The remainder of their time was spent assisting their colleagues in implementing agreed upon school improvement plans. Three university faculty (called Lead Faculty) spent at least two days each week at one of the PDSs implementing a collaboratively planned nontraditional course focusing on school improvement plans and strategies for enhancing urban student achievement.

Internship experiences were structured around project-wide targeted instructional strategies, professional norms, and desired outcomes (see Appendix A). Because the interns' activities focused on these alternative ways of teaching and interacting, PDS teachers were also impacted.

Over the span of the AT&T Teachers for Tomorrow project, **171** University of North Florida College of Education interns completed their student teaching experiences at one of the three Alliance urban elementary PDSs. *During the 1994/95 academic year the AT&T model was institutionalized*, and an additional **72** University of North Florida College of Education interns completed their student teaching at two *urban elementary professional developmental schools*.

This follow-up study sought to identify how many AT&T interns were actually teaching in urban settings; to document their experiences as beginning teachers; to assess their perceptions about how well prepared they were for teaching; their attitudes about urban students, communities, and teaching in urban settings; and to assess the degree to which they continued to use the targeted instructional strategies and professional norms.

Methodology

A three-phased follow-up study was designed. *Phase One* consisted of tracking former AT&T interns as they began their careers. The list of 243 former AT&T interns (now beginning teachers) was compared to the rosters of teachers currently teaching in Duval and Clay counties. *Phase Two* consisted of administering a survey instrument to former AT&T interns and non-AT&T beginning teachers assigned to the same urban schools. *Phase Three* consisted of focused interview sessions with beginning teachers teaching in urban settings who participated in the Jacksonville AT&T Teachers for Tomorrow program. Four focused interview sessions were held at centrally located urban elementary schools. Although Duval County Public School District is classified as an "urban district," this study more narrowly defined "inner city schools" to be those schools in which at least 70% of the students qualify for the federal free or reduced lunch program.

The Urban Beginning Teacher (UBT) Survey, was developed to assist in answering the questions posed for Phase Two of the follow-up study. This UBT Survey was mailed to two groups: (a) the 190 interns *who completed* internships at AT&T PDSs (53 former AT&T interns could not be located); and (b) 167 beginning teachers assigned to the same urban schools as the AT&T beginning teachers, but who *did not complete* their internship experience at one of the three AT&T professional development schools. 54 UBT Surveys were returned by the former AT&T interns. 53 UBT Surveys were returned by non-AT&T participant teachers. The UBT survey had a 30% return rate.

The reliability of the UBT Survey was computed using two methods, Cronbach's alpha and split-half techniques using the Spearman-Brown prophecy formula. Conbach's alpha was .9365 (n=65). The split-half coefficient was .847 (n=65).

Finally, a series of four ninety-minute focus sessions was held. Forty-one former AT&T interns who are now teaching in inner city schools participated in these sessions to assess their evaluation of their preparation program and their perceptions of their current levels of knowledge and competency. These sessions were recorded and then transcribed. Content analysis was conducted as well as content and thematic analysis performed.

Summary of Findings

Finding One: Over the three year period of the grant and one year after the grant officially ended, a total of 243 interns completed student teaching at an AT&T urban elementary professional development school. The status of these former AT&T interns is depicted in Table 1.

Table 1

Status of 243 former AT&T Interns (now with 1-4 years of experience)

Teaching Status:	Total Number
Former AT&T interns currently teaching in inner city schools (70% enrolled free/reduced lunch program)	101
Former AT&T interns currently teaching in non-inner city, but urban Duval County schools	24
Former AT&T interns currently teaching in non-inner city but urban Clay County schools	32
Former AT&T interns currently teaching in other locations	22
Former AT&T interns currently working as substitute teachers in Clay and Duval counties	17
Former AT&T interns status unknown	47

- Four years after the inception of the AT&T Teachers for Tomorrow program, at least 74% (or 179/243) former AT&T interns continue to hold teaching positions.

- 65% (157/243) of the former AT&T interns are now teaching in urban settings. **Of that total, 42% (101/243) are currently teaching in inner city elementary schools in which at least 70% of the students qualify for the federal free or reduced lunch program.**

- 10% of the former AT&T interns currently work as substitute teachers in Clay and Duval counties.

Clearly participation in the Jacksonville AT&T Teachers for Tomorrow program has resulted in a large number of former AT&T interns choosing to teach in urban settings and being successful in working with urban students.

Finding Two: A total of 54 former AT&T interns and 53 non-AT&T participants returned the Urban Beginning Teacher (UBT) Survey. The UBT Survey was organized into four sections: (1) professional norms; (2) instructional strategies; (3); attitudes toward urban learners, schools, and families; and (4) sentence stems related to urban learners, schools, and teacher efficacy. The means for each item were computed. Respondents were asked to respond using a five-point Likert scale: 1 = never and 5 = routinely (sections 1 and 2); or 1= low agreement and 5 = high agreement (section 3).

A total of 67 items were included in the UBT Survey (see Appendix B). Of these, nine items were negatively worded (45, 51, 56, 57, 58, 61, 65, 66, and 67). The means for each item were computed along with a t-test. The mean ratings for former AT&T interns were higher than the non-AT&T participants for 37 of the 67 of the items. Of these, 8 were statistically significant at the .05 level or higher. A summary of the differences in rankings may be found in Table 2.

Table 2

A Comparison of former AT&T interns and non-AT&T participants on the Urban Beginning Teacher Survey

Item	Mean	Level of Sign
Take the lead in working cooperatively with other teachers		
Former AT&T inters	4.02	.016
Non-AT&T participants	3.50	
Collaboratively develop learning experiences with other teachers		
Former AT&T interns	3.89	.034
Non-AT&T participants	3.44	
Work toward building a learning community within my school		
Former AT&T interns	4.22	.018
Non-AT&T participants	3.80	
Effectively teach diverse ethnic groups of students		
Former AT&T interns	4.21	.020
Non-AT&T participants	3.68	
Strengthen my professional growth my enrolling in univ. classes		
Former AT&T interns	2.72	
Non-AT&T participants	3.43	.019
Know how to select and use at least 3 pieces of instructional software		
Former AT&T interns	4.15	.022
Non-AT&T participants	3.59	
Understanding of resiliency influences the way I teach		
Former AT&T interns	4.08	.049
Non-AT&T participants	3.70	
Some urban students are unreachable (negatively worded)		
Former AT&T interns	2.11	.007
Non-AT&T participants	2.76	

The highest degree of implementation by the former AT&T inters was on item 16 - instruct students with a wide range of academic levels and abilities - (m=4.54). The second highest mean was for item 15 - plan for and instruct students with special needs - (m=4.41). The next three highest means came from the Commitment to Teaching and the Inquiry scales: item 19 - take responsibility for what students learn and how well - (m=4.39); item 26 - continue to experiment and improve my practice - (m=4.28); and item 22 - experiment with different teaching strategies.

In the section related to attitudes toward urban students, schools, and families, the former AT&T interns indicated more positive attitudes than did the non-AT&T participants for 17 of the 23 items. Of the 23 items, the groups differed significantly on two of the items (49, 65).

Finding Three: Forty-one former AT&T interns who are now teaching in inner city schools participated in four focus sessions. They were asked to assess their preparation program and their perceptions of their current levels of knowledge and competency. These sessions were recorded and then transcribed. Content analysis was conducted as well as content and thematic analysis performed. This data was combined with the sentence stem responses from these same teachers on the Urban Beginning Teachers Survey.

• *In what ways did the AT&T experience prepared you for teaching in an urban classroom?*
Three themes emerged from discussion around this question. First, the former AT&T interns strongly endorsed the model and agreed that it had prepared them for the urban teaching experience. Second, several noted the "culture shock" and the fact that it was experienced *before* actual teaching and that the nervousness of teaching in the inner city was over before their careers began. Third, they commented that the hype and publicity surrounding the inner city is not altogether accurate - that it isn't as negative as what they had been led to believe.

• *What factors helped you to decide to accept a position in an inner city school?*
Many commented that they had been recruited by urban principals at the conclusion of their internship experience. They felt prepared for the urban classroom as a result of their AT&T experience and actively sought a job in an urban school. Several commented that they felt needed by the students *and* by the principal. They remarked that this was the place (inner city) that they could make a societal difference and due to their AT&T internship that the urban classroom was in their "comfort zone." They expressed a very positive outlook on teaching. A consistent theme in the UBT Survey was that of continuous improvement. In response to the UBT stem, "an urban school...," the most common response was that of need - need for dedicated teachers, need for support from the community and parents, need for caring teachers. They also used the descriptor "wonderful" in describing urban schools.

• *What is the single most rewarding experience you have had teaching in an urban school?*
The common theme that emerged was that of appreciation of the urban child for the teacher. These teachers recognized that the attention, praise, hugs, treasure boxes, clothes and love is deeply appreciated by their students. Equally important, was the academic and personal growth of students. Many cited individual scenarios of children making great strides in reading, writing, and learning to control their anger. Their (the teachers) reward was the gratitude from the child when he/she realized his/her won success.

• *What are the strengths and weaknesses of the AT&T model?*
The most significant strength noted by most of the former AT&T interns was the support of the on-site Resident Clinical Faculty (RCF). Also noted was having a large number of interns at the school contributed to a diversity of style, teamwork, and a real sense of camaraderie. Cited also was the fact they learned how to handle discipline problems. Not many weaknesses were expressed. Included as weaknesses was the competition among interns, the split internship, variability among directing teachers, and amount of paperwork.

Objective 2: Other Collaborative Initiatives Resulting from the AT&T Teachers for Tomorrow Program and Enhanced by the Growing Young Minds Initiative

Funds from the AT&T Growing Young Minds program supported strategic planning meetings and collaborative celebrations associated with the following initiatives. This investment by the AT&T Foundation facilitated the collaborative linkages needed to make these efforts successful and thereby magnified and extended the impact of the Jacksonville AT&T Teachers for Tomorrow project.

• The redesigned roles of Resident Clinical Faculty (internship experiences) and EXCEL Clinical Educators (preinternship experiences) have been integrated into the regular teacher preparation program at the University of North Florida. Joint funding by the school district and university for these positions continues.

• The collaborative partnership (among the urban school district, the university, the community college, and teacher organization), forged during the AT&T project, continues to be a viable mechanism to continue efforts to improve urban teaching and learning and the preparation of urban teachers in Jacksonville.

In 1994, these urban partners formed the Jacksonville Urban Educational Partnership and submitted a three-year $1.3 million dollar proposal to the U.S. Department of Education that was grounded in the experiences of the AT&T project. The project was funded and is currently completing its second year of activities.

• Because of the success of the AT&T project and the linkages that were formed, many parts of the Jacksonville community have demonstrated a renewed interest in improving education. Partnerships between schools and universities are viewed as essential features for achieving the kind of educational system needed for the twenty-first century. Evidence of this commitment is found in the *Jacksonville Education Compact*, published by 26 CEOs of Jacksonville's leading businesses, including Monica Mehan, AT&T (see Appendix C). The *Jacksonville Compact* includes sixteen points of action, one of which specifically calls for the establishment of an elementary Partnership Professional Development School (PDS) at the University of North Florida linked to an urban school site. This PDS would serve as one of the first test sites for the "Partnership School" concept described in the *Compact*. This partnership PDS concept has been presented to the Florida Board of Regents (March 1996) and received enthusiastic support from the Regents, including the Commissioner of Education.

Objective 3: Dissemination Activities

• A description of the Jacksonville AT&T Alliance for Tomorrow's Teachers project was selected for inclusion as an exemplary program in "Changing Course: Teacher Education Reform at State Colleges and Universities," published by the American Association of State Colleges and Universities and the Teacher Education Council of State Colleges and Universities, 1995.

• Five papers that reported findings from the Jacksonville AT&T project at national conferences, were partially or fully funded by the *AT&T Growing Young Minds* program. These included: (a)"Aiming High: Challenging Instructional Approaches for At-Risk and Resilient Learners," Association of Teacher Educators (ATE) Annual Meeting, February, 1996, St. Louis; (b)"Teachers Mentoring Teachers," International Mentoring Association, April, 1996, San Antonio, Texas; (c)"Career Development Continuum for Urban Educators," American Educational Research Association (AERA), April, 1996, New York; (d)"AT&T Project TIE: A Two-Term Internship Experience," Eastern Educational Research Association (EERA) Annual Meeting, February 1996, Cambridge, MA.; and (e)"Creating an Effective Professional Development School Through an AT&T Grant," National Social Science Annual Meeting, November 1995, Washington, D.C.

• The Jacksonville urban professional development schools (based on the AT&T internship model) were selected as one of the 41 sites included in the NCATE Professional Development School Standards Project funded by the AT&T Foundation. School-based and university-based faculty, interns, and administrators completed an in-depth survey instrument. Two Jacksonville representatives (one university-based and one school-based) participated in a two day NCATE Professional Development School Conference held in Chicago, February 19-20, 1996.

Summary and Conclusions

The two AT&T Foundation initiatives, the Teachers for Tomorrow project and the Growing Young Minds program, have made a significant and long lasting impact on Jacksonville's urban elementary schools and the way in which the University of North Florida College of Education prepares its teachers.

Without the initial and, more importantly, ongoing investment by the AT&T Foundation, it would have been difficult to sustain the substantive changes begun with the AT&T Teachers for Tomorrow project. The funds made available by the Growing Young Minds program served as a catalyst for other collaborative ventures between the school district and the university. Support from the Growing Young Minds program resulted in the Jacksonville Urban Educational Partnership, a three-year $1.3 million dollar grant from the U.S. Department of Education, to further the work started at the AT&T Teachers for Tomorrow urban elementary professional development schools.

Results from the the follow-up study indicate that beginning teachers who completed the AT&T experience are committed to teaching in urban schools and to "making a difference." An overwhelming number of former AT&T interns actively sought placements in urban settings and have remained there. AT&T interns are routinely recruited by urban principals across the district at the conclusion of their internship experience in one of the urban professional development schools.

- Four years after the inception of the AT&T Teachers for Tomorrow program, at least *74% (or 179/243) of former AT&T interns continue to hold teaching positions.*

- 65% (157/243) of the former AT&T interns are now teaching in urban settings. *Of that total, 42% (101/243) are currently teaching in inner city elementary schools in which at least 70% of the students qualify for the federal free or reduced lunch program.*

The redesigned roles of EXCEL Clinical Educators and Resident Clinical Faculty have been integrated into the ongoing teacher preparation program. These eight exemplary teacher positions continue to be jointly funded by both the school districts and the university.

Approximately 50% of the Growing Young Minds funds were used to support strategic planning meetings, inter-institutional work sessions, professional development activities for school-based faculty, and collaborative celebrations. Approximately 25% of the funds were used to conduct the follow-up study. Approximately 25% of the funds were used to support dissemination expenses.

Finally, the importance and value of the unrestricted funds provided by the Growing Young Minds program was critical to the success of the collaborative ventures spawned by the AT&T Teachers for Tomorrow project. These funds were used to support strategic planning meetings, various work sessions, and collaborative celebrations that were integral to impacting the schools' and university culture as well as raising the awareness of the community, including the corporate community, about the importance of providing a quality education for all students - one that will prepare those students to succeed in an increasingly complex, multicultural, and technologically-sophisticated world.

APPENDIX A

AT&T ALLIANCE for Teachers for Tomorrow
Jacksonville, Florida

Preservice Teachers

The goal of Jacksonville AT&T project is to prepare preservice teachers who demonstrate the skills, attitudes and knowledge bases needed to effect long term improvement in student achievemtn in urban settings.

In this project six instructional strategies, six roles and seven norms are emphasized in clinical expereinces for preservice teachers beginning in the freshman year and continuing along a developmental clinical continuum through internship into the practice of experienced educators.

7 norms which we believe will effectivley prepare students to work in urban settings include collegiality, expiramentation, reflectivity, multicultural sensitivity, teacher-as-decision maker, commitment to teaching, ongoing inquiry

6 roles are emphasized: focused-observer; reasearcher; communicator; reflective thinker; faciliatator; team member

6 instructional strategies include:

- •diagnositic learning needs and learning styles of students and adapting instructional delivery to meet those needs
- •integrating higher order thinking skills into daily curriculum
- •using cooperative learning as primary instructional delivery
- •using instructiona strategies which result in changed student perceptions of their abilities and their potential for achievement
- •routinley using various technologies into daily instructional activities
- •integrating subject area content into realistic contexts for at-risk students

ALLIANCE presevice teachers will become beginning teachers who . . .

- •are capable of decoding and articulating common teaching dilemmas
- •are capable of creating and sustaining a learning environment for at-risk students which enables those students to succeed
- •continue to expirament and improve their practice throughout their professional careers
- •routinely use problem-solving, critical thinking, teacmwork and reflectivity in carrying out their professional responsibilities
- •routinely adapt learning experiences to meet special learning needs of their students paying particular attention to students' prior knowledge and learning styles
- •routinley integrate multicultural education into the learning environments they create
- •function as teachers-as-decision makers who make reasonable judgements, are able to articulate the rationale for those decisions, and are able to modify their actions based on additional data.

AT&T ALLIANCE for Teachers for Tomorrow
Jacksonville, Florida

ALLIANCE Teachers

The goal of the school improvement component is to enhance student achievement in all ALLIANCE Demonstration Schools by enhancing the professional skills, attitudes and knowledge bases of the ALLIANCE teachers. This increased knowledge will result in implementing new organizational structures and new ways of delivering teaching and learning processes.

School improvement component activities will be organized into three units: norms of teacher behavior; specific teacher roles; and instructional strategies which are known to enhance student achievement.

7 professional norms which we believe are needed to create the kinds of learning environments in which urban students will succeed include: collegiality, experimentation, reflectivity, multicultural sensitivity, teachers-as decision-maker, commitment to teaching ongoing inquiry;

9 professional roles are emphasized: mentor/coach; child-advocate; inventor; researcher; communicator; reflective-thinker; facilitator; team member; learner

5 instructional themes will be emphasized:

- •diagnosing learning needs and learning styles of students and developing classroom management and instructional strategies which meet those needs
- •using instructional strategies which result in CHANGED student perceptions of their abilities and their potential for achievement
- •using cooperative learning as a primary instructional delivery strategy
- •integrating subject area content into realistic contexts for at-risk students
- •developing and using alternative assessment strategies

ALLIANCE teachers are professional who...

- •create and sustain integrated learning environments for at-risk students which enables those students to succeed and in which students demonstrate positive attitudes about their abilities and their potential for achievement;
- •continue to experiment and improve their practice throughout their professional careers;
- •routinely use problem-solving, critical thinking, teamwork and reflectivity in carrying out their professional responsibilities;
- •routinely adapt learning experiences to meet special learning needs of their students paying particular attention to students' prior knowledge and learning styles;
- •routinely integrate multicultural education into the learning environments they create;
- •function as teachers-as-decision-makers who make reasonable judgments, are able to articulate the rationale for those decisions, and are able to modify their actions based on additional data;
- •establish and nurture relationships with parents, the community and each other.

APPENDIX B

1995/96 Growing Young Minds Initiative
Beginning Urban Teachers

Thank you for assisting us in gathering the data regarding beginning teachers placed in urban schools and for sharing with us your teaching experiences. The information that you share with us will determine the effectiveness of our program. Please answer all of the questions. Your input will benefit those following you in the teaching profession. Your responses will be kept confidential.

I. Demographics - Please fill in the blanks.

What year did you graduate?____ Major _____
From which institution did you graduate from? _____
Where are you currently teaching? _____ Grade Level _____

Please circle the appropriate number.

Were you an AT&T intern? (1) yes (2) no

What year did you begin teaching? (1) 1993 (2) 1994 (3) 1995

Are you currently enrolled in college courses? (1) yes (2) no

Have you participated in any professional activities? (1) yes (2) no
If so, what? _____

Did you actively seek placement in an urban school? (1) yes (2) no

Your gender: (1) female (2) male
Your race: (1) African-American (2) Asian (3) Hispanic
(4) Native American (5) Caucasian (6) Other

II. Professional Norms - On the following scale please circle the number that best represents the degree to which you are carrying out these tasks. Begin each sentence with "I".

I...	Never 1	Seldom 2	Frequently 3	Usually 4	Routinely 5
1. Take the lead in working/planning cooperatively with fellow teachers.	1	2	3	4	5
2. Collaboratively develop/implement learning experiences with fellow teachers on a regular basis.	1	2	3	4	5
3. Work toward building a learning community within my school.	1	2	3	4	5
4. Establish a professional network outside of my school.	1	2	3	4	5
5. Establish collegial relationships with other more experienced teachers.	1	2	3	4	5
6. Critically question methods and procedures I use for teaching.	1	2	3	4	5
7. Analyze from at least two perspectives a problem I have experienced during the year.	1	2	3	4	5
	1	2	3	4	5
8. Brainstorm possible solutions to difficulties I encounter in the classroom.	1	2	3	4	5
9. Identify the discrepancies between theoretical knowledge and personal, practiced-based, knowledge I encounter in my classroom.	1	2	3	4	5
10. Implement action-research project(s) in my classroom that will help me with my practice.	1	2	3	4	5
11. Modify my teaching practices based on my student's performance.	1	2	3	4	5
12. Routinely integrate multicultural education into daily classroom activities.	1	2	3	4	5
13. Effectively teach diverse ethnic groups of students.	1	2	3	4	5
14. Identify and describe the impact different cultures have on student learning in my classroom.	1	2	3	4	5
15. Plan for and instruct students with special needs within my regular classroom.	1	2	3	4	5
16. Instruct students with a wide range of academic levels and abilities.	1	2	3	4	5
17. Help students understand how their beliefs about themselves influence their learning.	1	2	3	4	5
18. Plan for my own teaching improvement and act on those plans.	1	2	3	4	5
19. Take responsibility for what students learn and how well they learn.	1	2	3	4	5
20. Overcome obstacles to creating learning communities arising from the fact that often teachers and students do not share a common cultural and social outlook.	1	2	3	4	5

On the following scale please circle the number that best represents the degree to which you are carrying out these tasks. Begin each sentence with "I".

I...	Never 1	Seldom 2	Frequently 3	Usually 4	Routinely 5
21. Create and experiment with new ways to organize students and schedule the school day.	1	2	3	4	5
22. Experiment with different teaching strategies.	1	2	3	4	5
23. Assume responsibility for questioning "what is" and actively seek alternative ways of managing learning in my classroom.	1	2	3	4	5
24. Design/use new instructional strategies which result in changed student perceptions of their abilities and their potential.	1	2	3	4	5
25. Analyze current educational research and assimilate it into my teaching.	1	2	3	4	5
26. Continue to experiment and improve my practice each year.	1	2	3	4	5
27. Strengthen my professional growth by enrolling in university courses.	1	2	3	4	5
28. Enhance my professional growth by participating in professional education activities.	1	2	3	4	5
29. Am good at persuading and motivating other teachers in my school.	1	2	3	4	5
30. Have a good understanding of my children's cultural backgrounds.	1	2	3	4	5

III. <u>Instructional Strategies</u> - On the following scale please circle the number that best represents the degree to which you are using these instructional strategies.

I...	Never 1	Seldom 2	Frequently 3	Usually 4	Routinely 5
31. Diagnose the learning needs and learning styles of my students and I adapt my instructional delivery to meet those needs.	1	2	3	4	5
32. Integrate higher order thinking skills into the daily curriculum.	1	2	3	4	5
33. Use cooperative and team learning as primary instructional delivery strategies.	1	2	3	4	5
34. Routinely use different kinds of technologies in the daily instructional activities taking place in my classroom.	1	2	3	4	5
35. Use instructional strategies which help students value their own abilities and strengthen their beliefs they can succeed.	1	2	3	4	5
36. Use the computer to keep my grades, prepare worksheets, and carry out other administrative tasks.	1	2	3	4	5

On the following scale please circle the number that best represents the degree to which you are using these instructional strategies.

I...	Never 1	Seldom 2	Frequently 3	Usually 4	Routinely 5
37. Know how to select and use at least three pieces of instructional software.	1	2	3	4	5
38. Demonstrate to each student that I appreciate him/her as an individual.	1	2	3	4	5
39. Demonstrate to students that I care about them.	1	2	3	4	5
40. Use a variety of strategies for presenting content.	1	2	3	4	5
41. Am able to change my teaching when students have difficulty.	1	2	3	4	5
42. Use materials from a variety of cultural perspectives.	1	2	3	4	5
43. Set high standards for myself.	1	2	3	4	5
44. Help students meet high standards.	1	2	3	4	5

IV. On the following scale please circle the number that best represents the degree to which you AGREE with the following statements.

	Low Agreement 1	2	3	4	High Agreement 5
45. An urban educator is very limited in what he/she can achieve because a student's home environment is a larger influence on achievement.	1	2	3	4	5
46. I understand the needs of urban children.	1	2	3	4	5
47. I feel confident in implementing cooperative learning activities with urban children and frequently do so.	1	2	3	4	5
48. When an urban student is having difficulty with an assignment, I am able to adjust the assignment to his/her needs.	1	2	3	4	5
49. My understanding of resiliency and environmental factors influences the way I teach in an urban classroom.	1	2	3	4	5
50. I can name at least five community agencies which offer assistance to urban children in my school.	1	2	3	4	5
51. Urban teachers should be cautious in adopting teaching strategies which give urban students greater input into what happens in the class.	1	2	3	4	5
52. Given the choice, I would select to teach in an urban classroom.	1	2	3	4	5

On the following scale please circle the number that best represents the degree to which you AGREE with the following statements.

	Low Agreement 1	2	3	4	High Agreement 5
53. Resiliency is often used to describe successful urban children.	1	2	3	4	5
54. If an urban student becomes noisy or disruptive, I feel assured that I know some techniques to get him/her back "on task".	1	2	3	4	5
55. I am confident in my ability to teach in an urban classroom.	1	2	3	4	5
56. When working with urban students, teachers should focus a majority of their instruction on "basic" objectives and skill development.	1	2	3	4	5
57. When students work in groups, the teacher can't really evaluate their work.	1	2	3	4	5
58. Teachers in urban schools should rely primarily on teacher-directed, focused, whole group instruction.	1	2	3	4	5
59. Good teachers create their own lessons and materials.	1	2	3	4	5
60. The most important job of teachers is to encourage students to think about questioning the world around them.	1	2	3	4	5
61. The most important job of teachers is to teach content.	1	2	3	4	5
62. I have few discipline problems with my students.	1	2	3	4	5
63. I am sure teaching will be my life-long career.	1	2	3	4	5
64. I look forward to coming to school each day.	1	2	3	4	5
65. There are some urban students who are unreachable.	1	2	3	4	5
66. Past achievement is the best indicator of how well students will perform in school.	1	2	3	4	5
67. For effective learning to take place, I need to be in control of the activities.	1	2	3	4	5

V. Please complete the following sentences

68. My teaching _____
69. Urban Schools _____
_____
70. Urban students _____
_____
71. Teachers in urban schools _____
_____
72. Ten years from now I _____

APPENDIX C

THE JACKSONVILLE EDUCATION COMPACT

A Plan For Quality, Integrated Education

Over the past four years, few issues confronting the citizens of Duval County have generated as much universal concern throughout the community as the state of public education available to its young people. This concern stems from several very specific realities:

First, the NAACP and the Duval County Public School Board have been struggling unsuccessfully to resolve their differences related to the integration of the School System.

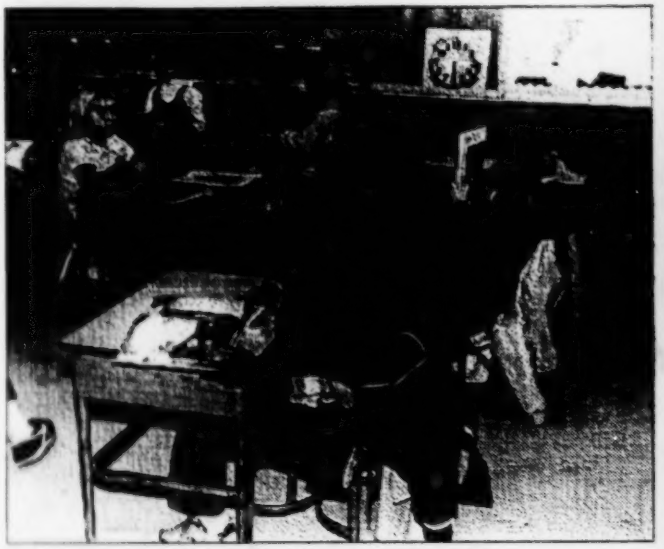
Second, there is a critical need for new elementary and middle schools in high growth areas of the County.

Third, more than a dozen of the County's public schools have failed to meet acceptable state standards for student passage rates on standardized achievement tests.

Fourth, students and teachers throughout the County have inadequate access to the advanced computer technology which is becoming more essential for quality teaching and learning in an information society.

These conditions clearly are detrimental to the young people of Duval County. They also impair the region's capacity for long-term economic growth and development. In short, these conditions constitute a significant crisis and continuing community inaction is unacceptable. Concrete steps must be undertaken immediately to transform Jacksonville's educational system.

This transformation must begin with a determination to put the best interests of students above policy conflicts which divert attention away from the priority objective of providing high quality education for all students in Duval County.



It requires a common vision regarding the aspirations we have for our community's schools and the skills we want our students to possess. Guiding principles and a related action plan to achieve that educational vision must be articulated which:

- foster greater parental involvement in the educational process;
- redefine roles and relationships inside and outside schools;
- build collaborative partnerships between schools and the business community; and
- establish greater institutional accountability for student performance.

An Educational Vision for Duval County

By the year 2002, the Duval County Public School System will be recognized as one of the nation's strongest in terms of student achievement and success in achieving racial desegregation. Jacksonville's public educational system will provide for ALL Duval County students those schools, classrooms, and learning experiences which unleash their intellectual energy, promote their enthusiasm for learning and assure that they attain their academic potential.

Guiding Principles for a Quality Desegregated School System

To achieve this education vision and address the current desegregation conflicts dividing our community, several critical principles must guide our actions:

QUALITY PRINCIPLES

- **Jacksonville's overarching educational priority must be a "high quality" educational experience for ALL students regardless of race, economic background or residential location.**
- **Educators, students, parents and the community (including business, civic, and religious organizations) must all be held accountable for student academic achievement.**
- **The community must agree upon a set of accountability benchmarks which will be used to assess levels of student achievement and the effectiveness of each Duval County public school in maintaining a high quality learning environment.**
- **The School District should establish a mechanism for providing differentiated funding for individual schools to enhance student achievement levels.**
- **The School District must increase significantly access to and utilization of technological tools to enhance teaching and learning.**

DESEGREGATION PRINCIPLES

- **The School District should fully desegregate its faculty, staff an administrative positions at both the school and District levels.**
- **Education should be provided through neighborhood schools and should not be included in mandatory bussing or enrollmen ratio programs.**
- **The Duval County Public Schools System should utilize magne schools, voluntary "choice" enrollments and technology to achieve a unitary school system.**
- **Recognizing that the key to completely desegregated schools is diversified neighborhoods, a major aspect of this community's social policy should be an emphasis on the dispersal of low and moderate income housing throughout the County.**
- **New elementary and middle schools should be constructed wherever they are needed in response to student enrollment growth demands *or to needs for school consolidation/ replacement.***

(Continued inside)

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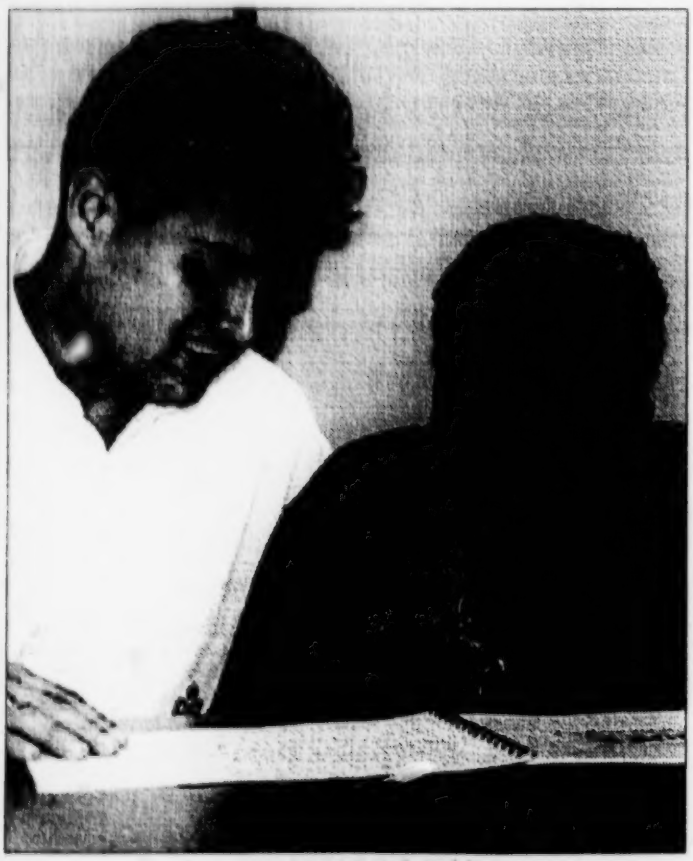
1. Establish a six year ***"Initiative for Academic Excellence"*** which would commit this community to transforming the Duval County Public School System into one of the nation's best urban school systems.

2. Focus priority attention of the Duval County School District on the ***quality of instruction*** provided to all of its students, without regard to race, economic background or the neighborhood from which they come.

3. Maintain Southern Association of Colleges and Schools accreditation for every public school in Duval County and assure annually that no school falls out of compliance with SACS instructional, facility, class size and resource accreditation standards.

4. Continue efforts to assure desegregation of all school faculties as well as staff and administrative positions at all levels throughout the School District.

This action sends a strong message about the District's commitment to fostering opportunity and enhancing learning through culturally diverse staffing patterns.



5. Establish a set of quality-based benchmarks for student achievement both County-wide and for each school in the District.

These benchmarks, as set forth in the **"Academic Achievement Plan for All Students,"** should provide a road map for achieving our long-term education vision for the community, while providing a report card on the academic achievements of students. They should clearly define student performance expectations and provide concrete specifications for assessing the extent to which each school has provided the opportunity for its students to learn the expected academic content and skills. These benchmarks should be developed in collaboration with parents, the business community and higher education institutions. They should rise each year over the next decade and collectively reflect the academic achievement levels expected of the DCPS in the six year ***"Initiative for Academic Excellence."***

6. Establish accountability measures to assess the performance of all participants in the teaching/learning process.

Schools, administrators, and teachers must be held accountable for the curriculum they deliver and the performance of their students. Students must be held accountable for assuming responsibility for their own learning and for their behavior. The community must be held accountable for providing resources for the tools and learning conditions students need to master the content they are expected to learn.

7. Maintain a unitary school system by empowering all parents/students to select their educational institution of choice from such options as magnet schools, specialized educational programs, "high quality" neighborhood schools, or schools outside of their neighborhoods in which the student would be in the minority.

The Duval County Public School System should place priority emphasis on greater parental choice in the selection of schools. Such a policy is consistent with the goal of maintaining a unitary School System which does not discriminate against any student because of their race, economic background or location of their home. The challenge for the School Board is to maintain high-quality schools in every neighborhood, while providing an option for all students to potentially attend another school which more effectively addresses their learning needs. Such issues as transportation and maximum size of individual schools must be addressed in implementing this element of the Plan.

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8. Continue to build and develop magnet programs at the elementary, middle and high school levels that are accessible to students throughout the County and provide specialized curriculum and learning opportunities.

Although most parents will want their children to attend high quality schools in their own neighborhoods, students should be encouraged to attend magnet programs or other County schools which offer specialized programs that more closely match their interests and/or needs. These specially designed programs, offered at limited sites but accessible to all students, maximize resources and increase educational opportunities. Distance learning technology also should be utilized between schools to enhance learning and assure that the needs of individual students can be addressed within a unitary school environment.

Construct, replace or consolidate elementary schools when and where they are needed as neighborhood institutions.

Families and communities are the first and most important educators for our children. Active and sustained parental and community involvement are critical to the educational success in both urban and suburban settings. These new neighborhood elementary schools will support family as well as community involvement in and commitment to the education process. This policy also will foster community identity and enhance the prospects for growth and development throughout the County. In light of the limited public funding available to construct new schools, consideration must be given to including public schools as an element in the concurrency process.

To the maximum extent possible, new suburban schools should be linked electronically to inner city elementary schools to create "partnership schools." Physically located on two neighborhood campuses (one urban, one suburban), these "Partnership Schools" would be linked by interactive computer networks, a single faculty, a shared curriculum, shared budget, and a shared parent organization. Students would take field trips together, participate in as many shared experiences as possible, using a variety of technology based strategies.

10. Reconfigure individual school funding levels on a differentiated basis linked to need as well as student achievement levels and simultaneously alter instructional practices to assure that all students throughout the County can achieve their highest intellectual potential.

Educational reform is a complex undertaking which may require the simultaneous reconfiguration of instructional practices, of funding formulas, of levels of funding for individual schools and of both institutional cultures and structures.

11. Develop a comprehensive plan to provide state-of-the-art technology tools in every Duval County public school to enhance teaching and learning.

Recent advances in information technology have the potential not only to transform teaching and learning, but also to link students across space and time thereby

(Continued)

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increasing access to knowledge. Technology-rich learning environments can improve student learning and motivation, while simultaneously assisting students in the development of skills and competencies needed in the workplace.

12. Develop immediately a long-range financing plan to acquire technology equipment and software on a regular basis, to modify existing schools for the use of technology and to facilitate the construction, renovation and consolidation of schools.

The development of a long-range plan to finance capital construction and technology for the Duval County Public Schools is of priority importance. Such a plan must begin with the establishment of clear construction and equipment acquisition priorities linked to educational achievement goals. The plan should be built on a commitment to the cost effective utilization of existing resources and include the identification of additional resource sources which assure that the "Initiative for Academic Excellence" will be achieved. The School Board should consider the commitment of up to one-half of its State Capital Outlay and Debt Service funds and 1 of the 2 mills available annually from its COPS resources to bond for resources needed to address the priority needs set forth in this Plan. This funding strategy could generate over $200 million while retaining the financial capacity for future School Boards to address special needs each year through funds not committed for bonds. In addition, the School Board should give special consideration to the establishment of an advanced technology trust fund so that the DCPS can be assured that it will always have the resources needed to regularly update its technology base

13. Establish a high performance teaching environment by developing and enforcing acceptable standards for student conduct.

High performing students require high performance learning environments — disciplined places where individual rights are balanced by responsibility to the group and where adults and students are respectful of each other. Students who cannot fulfill these discipline standards should have the opportunity to learn in a more structured environment consistent with the philosophy that every possible educational action will be undertaken to avoid placing students into the criminal justice system.

14. Establish a Partnership Professional Development elementary school at the University of North Florida which would serve as a state-of-the art educational test site for instructional and curricular innovation.

This school would serve as the Duval County test site for the creation of technology-based learning systems which could be used throughout the School District. By linking this school with an urban school through an interactive computer network, it also can serve as one of the first test sites for the Partnership School concept.

15. Establish partnerships between Jacksonville's higher educational institutions and the DCPS which will lead to the development of a comprehensive strategy for curricular and structural innovation which specifically addresses the needs of at-risk children.

16. Conduct more extensive and comprehensive professional development and improvement programs to prepare all DCPS teachers for the demands of teaching in a more diverse, technology-based and high performance oriented school system.

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